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ABSTRACT

An oral language continuum designed to help elementary students develop techniques for a variety of speech situations, learn to listen, and learn to be aware of the responsibility of the speaker is presented. The continuum is divided into four sections. Student needs, implications for teaching, and suggested activities are arranged sequentially. Section one concerns the needs of the young child for an adequate vocabulary to express needs and feelings, and to describe experiences. Section two focuses on the child's need for guidance in the skills of oral communication and the opportunity to experience such skills as conversation, social courtesies, giving directions, story telling, discussion, and choral speaking. Section three focuses on the skills of listening, defining, and asking and answering questions. Section four concerns the skills involved in preparing and presenting short reports and talks, book reports, and panel discussions. The appendices include: (1) the Marion Monroe Oral Language Screening Test; (2) language arts aids (directions for making a variety of paper hats) and 15 ideas for short form book reports; (3) directions for making and using the morphologizer (an aid for learning parts of speech and sentence construction); and (4) a six-item bibliography. (EM)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IT IS THE RESPONSIBILITY OF THE SCHOOL AND THE TEACHER TO PROVIDE AN ENVIRONMENT WHICH WILL DEVELOP TO THE UTMOST EACH CHILD'S ABILITY IN ORAL EXPRESSION.

•

CREATE IN THE CLASS A SYMPATHETIC EXPECTANCY TOWARD EACH SPEAKER OR THE CHILD WILL NOT FEEL FREE TO SPEAK.

First Printing
Spring 1975

ORAL LANGUAGE CONTINUUM

Fresno County Department of Education
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Fresno County Cooperative Project
Mary Margaret Durando, Consultant/Author

Oral language goals in the first draft of the new State Department of California English Framework are as follows:

1. Have students develop the techniques required for a variety of speech situations.

2. Have students appreciate what is being said.

3. Have students aware of the responsibility of the speaker to the listener.

It is hoped the first printing of this expressive oral language continuum will provide practical help and guidance in meeting these goals and in planning language development components geared to the needs of the students in each of the Fresno County Cooperative Project schools.

This continuum is divided into four major sections. The needs and suggested activities in each section are arranged sequentially.

Select from these sequences the oral language development skills appropriate for the children in your school. Develop a continuum which will meet the needs of the pupils in the grade levels involved in your school site plan.

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CONTENTS

Section I – Yellow

The young child Needs:

1. Adequate vocabulary to express needs 2
   a. toilet
   b. comfort
   c. name, address, phone number

2. Adequate understanding of basic vocabulary concepts and the ability to communicate these concepts 2

3. Sentence sense 4

4. Adequate vocabulary to describe experiences 6
   a. family experiences
   b. school activities
   c. community activities

5. Adequate vocabulary to express feelings 8

6. To increase his vocabulary 10

7. To extend the meanings of words 16

8. To learn to build sentences 18

9. To appreciate and use sensory language 22

10. Correct usage patterns 24

Section II – Green

The child needs guidance in the skills of oral communication and the opportunity to experience:

1. Spontaneous and informal conversation 32

2. Social courtesies in daily classroom living 32

3. Giving directions and explanations 34

4. Story telling 34

5. Creative expression 34

6. Discussion 36

7. Choral speaking 36

Section III – Pink

The pupil needs guidance in the art of:
1. Listening while others speak 40
2. Defining 42
3. Answering questions 44
4. Asking questions 44

Section IV – Blue

The pupil needs opportunities to prepare and present short units of speech such as:
1. One sentence reports 50
2. Three sentence reports 50
3. One paragraph reports 50
4. One minute talks 50
5. Two minute talks 52
6. Book reports 52
7. Brief autobiographies 52
8. Panel discussions 52

Appendixes – White Section

Appendix A
Marion Monroe Oral Language Screening Test 57

Appendix B
Language Arts Aids – Hat Talk 59

Appendix C
Language Arts Aids – Ideas for Short Form Book Reports 61

Appendix D
The Morphologizer 63

Bibliography 67

Section I
Yellow

The young child NEEDS	IMPLICATIONS FOR TEACHING
1. Adequate vocabulary to express needs. a. toilet needs b. comfort needs c. name, address, phone number	1. If child is lacking this vocabulary teach this necessary vocabulary as soon as possible.
2. Adequate understanding of basic vocabulary concepts and the ability to communicate these concepts.	2. Even though basic concepts occur frequently in every day speech, they occur only occasionally in a way that induces learning. They are likely to be missed by any educational program that does not deliberately plan to teach them. Some Basic Concepts top, bottom away, from next, to inside, outside, beside around over, above, under, below behind, in back of, in front of front, back between beginning, end, first, last center, middle before, after farthest, nearest few, several never, always left, right almost alike, different same, not same equal, unequal same, different

SUGGESTED ACTIVITIES

2. Have children do exercises involving objects. They can climb on or over chairs, jump over blocks, crawl under a table and so on. This could be done in the form of an obstacle course. Children may be asked to describe position as they perform movement, so that word, action, and position become firmly associated.

   Have children roll a ball under an obstacle or throw a ball over an obstacle.

   Play command games:
   "Stand behind your chair. Where are you?"
   "Put your right hand on your head. Where is it?"
   "Put the eraser under the chair. Where is the eraser?"

   Use flannel board objects:
   "Put the balloon over the tree."
   "Put the pumpkin on the fence."

   Play guessing games.
   "I'm thinking of something that is next to the clock, below the flag, etc.

   Have the class think of opposites. You say high, they respond low, etc.

The young child NEEDS	IMPLICATIONS FOR TEACHING
3. Sentence sense.	3. Pupil attainment of sentence sense should be a definite objective of oral language development. Fortunately pupils in second or third grades have behind them years of speech experience in which they have used the sentence as a unit of thought. They have spoken thousands of statements, questions and exclamations, many of them unfinished sentences but that nevertheless serve the function of complete thoughts. Use this body of experience to obtain growth in oral language development. Draw out the child.

SUGGESTED ACTIVITIES

3. Open a discussion that will draw out the pupils to induce everyone to speak if only a sentence.
   Suggested topics:
   Do you have a pet?
   How did your day begin?
   What is one thing that you see out of classroom window?
   What sound did you hear on the way to school this morning?
   What sounds did you hear when you first woke up this morning?

   Questions which could be asked at the end of the day.
   What was the most important time of this day?
   What was the best time?
   What was the time you like best?

   You may write on the board only the first 8 or 10 pupil sentences allowing the others in the class to speak sentences.

   Let the class dictate a story. Begin with the simplest of all stories. What happened in our class this morning or how school began today.

Use of morphologizers in the class is excellent for building sentence sense. (Appendix D, page 63.)

The young child NEEDS	IMPLICATIONS FOR TEACHING
4. Adequate vocabulary to describe experiences. a. family experiences b. school activities c. community activities	4. Encourage verbal expression. Share the verbal wealth in your classroom. Make oral language exercises whole class activities. Your more verbal children will contribute to the verbal growth of your less able pupils.

SUGGESTED ACTIVITIES

4. Show and Tell
   Set a pattern for the "show and tell" so that it is not useless. If necessary, assign different days to different children, so all are given a chance. Help the child who has nothing to bring to discover something around the school that he may share. Let it be understood that the child is to talk about the thing he brings, not just hold it up mutely. It can be in a bag and used for a guessing game. The child may give clues or the beginning sound and call on children who want to guess.

The following ideas for discussion are a few excerpts from "Me" A Guide for Self-Understanding through Art by Ralph Gomas, Erma Grosse, and Barbara Lassig:

ON ME: What color is my hair? Is my friend's hair the same? Why do we have hair? Why does it keep growing? (Continue discussing eyes, noses, size, skin, etc.)

ON MY FAMILY: What is a family? Are all families alike? What makes a family special? Do you love your family? Does your family love you? What would it be like to have no family?

ON MY HOUSE: Where is your home? What is it made of? What do you do in your house? How do you feel at home? Have you ever been away from home a long time? How did it feel? Do you love your home? Do you have a special job at home? Would you like to change anything about your home?

ON MY SCHOOL: How did you feel the first day of school? Do you feel different now? What do you like about school? Do you have special friends at school? What would you change at school if you could? Why do we take turns at school? What work do you enjoy?

The young child NEEDS	IMPLICATIONS FOR TEACHING
5. Adequate vocabulary to express feelings.	5. The young child needs to understand that emotions are a normal part of living as he learns to identify feelings which he sees portrayed. He learns to accept the feelings and emotions which he experiences and sees others experience.

SUGGESTED ACTIVITIES

5. Ideas for discussion: (continuation of excerpts from "ME")

ON FEELINGS: What is love? How do I show love? Why do I love? Are there different ways of loving? Do all people love? Can I love things or only people? Can I love myself? Do animals love? (Use similar questions focusing on anger, fear, joy, comfort, trust, sadness, etc.)

ON SENSING: What does it mean to hear? Are there things I can't hear? Can all people hear? Do they hear the same things? Do the things I hear change my feelings? What if I couldn't hear? Do animals hear? Can I hear a sound and not really hear it? (Use similar ideas for sight, touch, smell, and taste.)

ON THINKING: How do I think? What do I think with? Do all people think in the same way? Do animals think? What helps me think? What keeps me from thinking? Can I change what I think? Is it important to think for oneself? (You may use similar questions focusing on planning, choosing, understanding, remembering, wishing.)

ON IMAGINING: Ask what would you feel if. . .(such things as "you were going on a picnic and it began to rain," or "What if you were suddenly only six inches tall?" etc. Substitute questions beginning "What would you think if . . .", "What would you do if . . .", "What would you say if . . ."

Ask "Why can't we . . . (fly, always have what we want, all be rich, etc.)"

Have the children give relevant and imaginative answeres to a question which employs fantasy. Tell the children to close their eyes and pretend they are in the land of make believe. Tell them that each has something which is magic. Ask them to tell what they would do with it. Give children an example of your own such as, "If my shoes had silver wings I would fly away to fairy land." Then ask the child what he would do if his shoes had silver wings.

What would you do if this pencil was a magic wand?
What would you do if your chair was a cloud?
What would you do if your boots could go a mile in one step?
What would you do if you had some magic seeds?

The young child NEEDS	IMPLICATIONS FOR TEACHING
6. To increase his vocabulary.	6. The child learns to use new words and gain clear meanings of words through conversations, discussions, and planned experiences. His ability to communicate ideas is improved as he expands verbal power by increasing his vocabulary.

Every child varies his linguistic reach from hour to hour depending on whether he is speaking or writing; addressing his parents, his playmates or his teacher; describing a book, a party, a simple experiment, his puppy's pranks, or a trip with his family. If, however, he learns to distinguish the concrete from the abstract words and to choose the more descriptive and therefore, more powerful word, he has acquired a permanent tool for clearer thinking and richer self-expression on all occasions.

To speak exactly the child must first learn to observe carefully and to report sense images with precision.

SUGGESTED ACTIVITIES

6. The child names at least 6 things as selected by the teacher which were picked up or seen on a nature walk.

The child demonstrates and names the 8 basic locomotive movements: (walk, run, jump, hop, slide, leap, skip, gallop).

The child touches and names 14 specified parts of his own body: (head, shoulders, face, ears, arms, legs, feet, hands, neck, elbow, knee, ankles, toes, fingers).

The child uses the following words to tell how selected things feel: (soft, hard, rough, smooth).

Touch box:

Items for touch box:

cotton
velvet
rough rock
magnifying glass
smooth rock
sand paper

The child names each of 16 items as the teacher points to those commonly found in a classroom: (piano, record player, window, chalkboard, door, blocks, clay, crayons, paint, shelf, easel, cupboard, paper, scissors, flag, wastebasket).

The child names 5 geometric shapes as he touches them: (square, rectangle, triangle, circle, ellipse).

The child names 6 farm animals as a picture of each is shown: (horse, cow, pig, chicken, duck, sheep).

The teacher asks a riddle which gives 3 clues describing one of the 6 farm animals listed. Example: I swim in the water, using webbed feet. I have feathers on my body. I am a _____. The child identifies the animal.

The child identifies 6 zoo animals: (chimpanzee, elephant, giraffe, tiger, rhinoceros, hippopotamus).

The child completes riddles describing 6 zoo animals.

The teacher asks a riddle which gives 3 clues describing one of the 6 zoo animals listed. Example: My nose is very long, and is called a trunk. My eyes are very small. I am the biggest of all the land animals. I am an _____.

Training the five senses:

A Remembering Game: What Did You See? Close your eyes. Think of one thing you saw before you left home this morning. Then open your eyes and tell what you saw.

Grace: I saw my red slippers under the bed.
Ann: I saw my roller skates on the steps.
Henry: I saw my baby sister kicking her feet.

The same kind of game can be played with sensations of touch, smell, and taste.

A listening game, a remembering game, match beginnings and endings of sound sentences.

Beginnings	Endings
1. The stairs	hummed.
2. The leaves	scraped across the floor.
3. The airplanes	creaks.
4. Automobile horns	tinkled merrily.
5. Chairs	rustled in the wind.
6. Sleigh bells	tooted wildly.

This kind of matching work could be adapted also to sight and touch images, as in "The leaf fluttered." "The pin pricked." "The feather tickled." All of these are action images also.

The young child NEEDS	IMPLICATIONS FOR TEACHING
6. To increase his vocabulary (continued).	6. Words that Say What We Mean A teacher must spend time stretching the pupil's vocabulary to include other than fundamental, generalized words as interesting, and nice. Use various devices to help children to find more descriptive expressions for their interpretations. In teaching descriptions of persons and descriptions of places a teacher has an excellent opportunity to show the effects of specific language.

SUGGESTED ACTIVITIES

6. When someone says a story is "an interesting story," what may he mean? Ask for volunteers to answer in complete sentences, substituting another word for interesting: "He may mean that it is a sad story." "He may mean that it is a funny story." Other more concrete words are exciting, spooky, frightening, old-fashioned, jolly.

What is a nice girl, a nice boy, a nice day, a nice house? Pupils may take turns, one giving a sentence with the word nice and the next substituting a more specific word:

girl - neat, pretty, quiet, kind, thoughtful
boy - good-natured, good-looking, friendly, helpful
day - sunny, warm, cool, breezy, bright
house - cozy, roomy, cheerful, old, new

With third and fourth graders it is possible to make a game of avoiding such words: "This morning we will not use the word nice (or good, or interesting)."

Describe the object

Have an assortment of toys or objects in a box or a collection of pictures of objects. Let a child draw one at random and describe the object. Have the children guess what it is from his description.

Colorful Adjectives and Verbs

Place on the board short lists of adjectives for pupils to expand. Divide the class into 5 or 6 teams, one person from each group to think of words to add to the list below. The first 5 pupils to go to the board will write color words, the next 5 touch words, the third 5 smell words, and so on. The team that has the liveliest words wins the game. The pupils may want to choose a critic committee to judge.

VOCABULARY BUILDING

Color	Touch	Smell	Taste
blue	scratchy	fragrant	sweet
pink	soft	clean	bitter
snowy	bristly	smoky	sour
sandy	slippery	stuffy	strong
silvery	velvety	fresh	juicy

To show that a verb may make an even more vivid picture than an adjective, include lists such as the following:

Action	Sound
scurried	hummed
bustled	squeaked
stroked	boomed
clipped	shrieked
tore	tapped

Have the children talk over the kinds of descriptions that make good snapshots, using illustrations from their reading if possible.

Ask the children to think of three more descriptive words for each noun below.

Eyes: blue, twinkling, _____, _____, _____
Nose: small, upturned, _____, _____, _____
Clothes: blue sweater, white blouse, _____ shoes, _____ overalls, _____ ski-pants
Hands: soft, white _____, _____, _____
Hair: curly, mussed, _____, _____, _____
Manners: courteous, gentle, _____, _____, _____

The young child NEEDS	IMPLICATIONS FOR TEACHING
6. To increase his vocabulary (continued).	6. (continued).

SUGGESTED ACTIVITIES

Describing a leaf or a flower. After a nature walk, make sure that each child has a leaf or a flower on his desk. Let the child describe it as exactly as he can.

Descriptions of a place. Even intermediate grade children respond to training and descriptions of place in terms not only of colorful specific words but also of the effective form, "from far to near". Pupils may start by looking out the classroom window. Five or six volunteers may look far away. Another group may look near, about a block off. A third group may look just outside the window or at the window sill. Each boy and girl may speak one sentence telling what he saw. Let the boys and girls who saw far off things tell about them first.

1. Far away I saw _____
2. Far off to my left I saw _____
3. Far off to my right I saw _____

Other boys and girls may begin this way:

1. About a block away I saw _____
2. Along the street by the school I saw _____
3. Inside the playground I saw _____

The third group may have seen swings, bicycles or lilac bushes. They may begin:

1. In the yard to my right I saw _____
2. Just below the window I saw _____
3. On the window sill I saw _____

More exact language and reminder words. Intermediate grade children can select the most exact of a group of words of phrases.

1. one year, last year, last Oct.
2. food, tomatoes, vegetables
3. a blue suit, clothes, suits
4. chocolate bar, candy, something sweet
5. color, bright red, bright color
6. school, fifth grade, elementary school

Create A Sharper Sensory Image

Pupils may substitute a different word for the word "went" in each of the following sentences.

I went to answer the telephone.
Jack went quickly down the stairs.
The squirrel went up the tree.
The horse went over the fence.
Helen went into the pool.
Henry went to open the door.

If necessary, the teacher may start the children off with a small list of alternate words to choose from or add to. Such as: jump, ran, climbed, scurried, flew, dashed.

The young child NEEDS	IMPLICATIONS FOR TEACHING
7. To extend meanings of words.	7. Meanings of words are extended through making comparisons, learning to use synonyms and discovering that words may have different meanings when used in different contexts. The child expresses himself more explicitly and interestingly when he uses a variety of words with understanding. Children need to learn the similarities and differences between certain words. When they substitute more specific words for nice or good, they have, of course, already an important sense of finding synonyms. Training in opposites requires a good deal of subtlety and an understanding of the pitfall of thinking that the opposite of sunny for example, is rainy. Many words and concepts have no true opposites but children enjoy finding on a sliding scale of difficulty opposites of words such as not, good, day, happy, brave, long, thin, friend, girl.

SUGGESTED ACTIVITIES

7. Child uses appropriate words to compare the size of two similar objects of different sizes. Large-small, big-little, huge-tiny.

Present each child with a set of two like objects; one big and one little.
Example: blocks, books or pieces of paper. Ask each child in turn to hold up an object and tell if it is big or little. Repeat with the second object.

The child uses two or more words to name the animals in pictures of dogs, cats, rabbits, horses.

Example: dog, doggie, hound, pooch, mutt, puppy
cat, kitty, tabby, kitten
rabbit, bunny, hare, cottontail
horse, mare, bronco, colt, pony

Show a study print of an animal to the children and ask them to tell what animal it is. Ask the children to give other names by which the animal can be called. Discuss the idea that many things can be called by more than one name.

The child uses the appropriate words to describe the size of one object when it is placed in comparison with others of different relative sizes: tall, short, big, little.
Example: Ask a tall child and a short child to stand side by side. Ask a child from the class to tell who is tall. Ask a child to tell who is short. Stand beside the children. Ask the child to tell who is tall now. Ask the shortest child to sit down. Ask the child to tell who is short now. Continue this activity with various children.

The child uses two or more words having similar meanings to describe an item.
Example: pretty, beautiful, lovely
cold, icy, frozen
slick, slippery
Show children any one of the pictures from a music book. Ask the children if they like the picture. Ask the children why they like the picture. Encourage responses such as, "It is pretty." Ask a child to tell you another word which means the same as the word he used.

Place a piece of ice in a container. Have each child feel the ice and tell how it feels to him. If the child uses the word "cold" ask him for another word that means cold. Whatever word the child uses, search for another word which can be used in place of that word.

The child uses more than one dimension of meanings for the words over, and down. Discuss with the children the fact that some words that sound alike mean different things. The teacher might mention ball, the kind we bounce and ball, the queen's dance. Tell the children that you are going to play a game using "over" and that they will see many different ways of using the word. Ask each child to sit on the floor and do what you ask him to do. Use such directions as: "Put your hand <u>over</u> your head, make a circle in the air <u>over</u> and <u>over</u> and <u>over</u> again, walk <u>over</u> to the sink, this game is <u>over</u>, you may stand up."
Have children take turns giving directions using the word "over".
Examples for the word "down": jump down, go down the hall, lie down on the floor.
Examples for the word "up": climb up, stand up, look up

The child uses the words near and far to describe the locations of two things in relation to himself.
Let one child stand near the class and another stand at some distance away from the class.
Ask the children to use sentences to tell who is near and who is far away. Give children turns to stand near and far, selecting different locations in which to stand each time ask the class who is near and who is far.
You may do this also with two articles in the room. One near the class the other some distance away. Look out the window or go outside, name two things you can see one near you and one far away etc.

The young child NEEDS	IMPLICATIONS FOR TEACHING
8. To learn to build sentences.	8. By process of sentence building the child becomes more acutely conscious of contrast and experiences first in dictation and later in word order. For example: You may say, "Which is better? 'The horse goes down the street' or 'The horse gallops down the street'"? "Which is better; 'horse or black horse?' Tell me why."

SUGGESTED ACTIVITIES

8. Dictation by Individuals

It is often the custom to tell the news of the day which the teacher may write on the board. Waiting if she wishes until each child has spoken a complete sentence. These spoken sentences may well be the beginning of sentence building. If Joe says he saw a dog. Ask, "What color was the dog?" If Joe says a big brown dog, you may say, "Say the sentence again and put in brown". Or you may simply write the whole sentence on the board, Joe saw a big brown dog. Then you may say, "Where did you see the dog?" etc.

Class Cooperation in Sentence Building

The above steps in improving individual pupil sentences is a valuable preliminary to class participation in building a given sentence.

FOR FUN: Suggest a topic such as The Cat. Have one group of children secretely decide Who is in the story about the cat. Have a second group secretly decide Where the story occurs. A third and fourth group decide When and What happened. Place the stories together for hilarious fun.

BUILDING A PRETEND SENTENCE

The class chooses one of six short sentences and builds it up in 7 steps.

Here are some short sentences. Choose one of them and see how many things you can make it say:

1. A flag waved.
2. A pencil broke.
3. A leaf fluttered.
4. A bell rang.
5. A door opened.
6. A candle burned.

Make your sentence do these things:

1. Tell where.
   A fire burned on the beach.
2. Now put the where words first.
   On the beach a fire burned.
3. Tell when.
   A fire burned on the beach one May morning.
4. Now put the when words first.
   One May evening a fire burned on the beach.
5. Use a color word.
   One May evening a fire on the beach burned red.
6. Use a sound word.
   One May evening a red roaring fire burned on the beach.
7. What did it say?
   It said, "What's that waving at me?"

BUILDING A COLOR SENTENCE

1. Play a game that begins like this:
   Mary: I see something blue.
2. What do you see that is blue?
   Jack: I see blue sky.
3. Add another color.
   Bill: I see white clouds and blue sky.
4. Use yesterday at the beginning of the sentence.
   Jane: Yesterday I saw white clouds and blue sky.
5. Tell where you were when you saw the colors.
   Harry: On the way to school I saw white clouds and blue sky.

The young child NEEDS	IMPLICATIONS FOR TEACHING
8. To learn to build sentences (continued).	8. (continued).

SUGGESTED ACTIVITIES

Small Sentences to Begin With

1. I see something red.
2. I see something green.
3. I see something yellow.
4. I see something white.
5. I see something brown.
6. I see something orange.

BUILDING AN ACTION SENTENCE

What Did You Do?

Start the game with a small sentence, such as "I did something." Build it up in different ways.

1. Tell what you did.
   Joe: I raked leaves.
2. Tell when. Put the when words first.
   Helen: Last Saturday I raked leaves.
3. Tell where.
   Ruth: Last Saturday I raked leaves in our yard.
4. Put the when and where words in different places.
   Mark: I raked leaves in our yard last Saturday.
5. Now use a different when expression such as "One October evening" or "One November morning."
   Kathleen: One November afternoon I raked the leaves in our yard.
6. Tell who helped you.
   Tom: One November afternoon Joe and I raked leaves in our yard.

Small Sentences Ready to Grow

1. I helped somebody.
2. I washed dishes.
3. I ran an errand.
4. I watched a baby.
5. I made a bed.
6. I ironed a dress.

BUILDING A SOUND SENTENCE

The variations possible with a sound sentence are numerous and fruitful. Use one of the following basic patterns as a beginning:

1. A glass tinkles.
2. A pen scratched.
3. A fire crackled.
4. A leaf rustled.
5. A girl sang.
6. A bird chirped.
7. A dog barked.
8. A door slammed.

Choosing such a small sentence, carry on the sentence-building game in the following steps:

1. To start with: The bell rang.
2. Tell how.
   The bell rang loudly.
3. Tell when.
   At noon the bell rang loudly.
4. Tell where.
   At noon the school bell rang loudly.
5. Tell what kind.
   At noon the brass school bell rang loudly.
6. Open your sentence with when.
   When the brass school bell rang loudly at noon, I had only ten minutes to get to school.

TELLING THE STORY OF A PAINTING

Give each child a reproduction of a great painting. Give the children some time to consider the picture and then ask each to tell the story of the painting as he sees it.

The young child NEEDS	IMPLICATIONS FOR TEACHING
9. To appreciate and use sensory language.	9. Ideally every child should understand the vitality of sensory language as opposed to abstract or general. Phrases that appeal instantaneously to the senses such as red leaf, blue eyed, crackling fire, whistling tea kettle, cinnamon toast or crisp brown bacon, appeal instantly. The use of sensory language is an important skill in English because sensory phrasing appeals to all kinds of readers and hearers.

SUGGESTED ACTIVITIES

9. BUILDING COLOR IMAGES

When teaching sensory language, concentrate first on the visual, especially colors. Say to the class, "What colors do you see in this room?" Have several boys and girls ask questions about particular colors such as, "What is the color of Margaret's eyes?" "What is the color of Miss Johnson's dress?" In presenting such a procedure, you are certain that the children will concentrate on actual observation which is the most vital source of sensory language.

Ask the children to look around the room and ask similar questions about color. You may ask, "What is the prettiest color in the roofs we can see from our window?" In so doing, you concentrate on people and things, observations of which each child in the room can verify.

BUILDING SOUND IMAGES

The next step in helping the pupil build sensory awareness is to concentrate on sound. Begin by speaking to the class about the sounds which fill every day. Ask the children to put their heads on their desks and close their eyes. Ask them to tell in one sentence a sound they hear. Ask, "What sounds did you hear when you awakened?" "What sounds did you hear at breakfast?" "What sounds did you hear on the way to school?" etc.

Give the missing sound word:
Put a list of phrases on the board or on a flipchart and let the children supply the missing sound word.

1. The _____ of a policeman's whistle
2. The _____ as the quarterback's toe meets the ball
3. The _____ of rain on the roof of a tent
4. The _____ of a fire siren
5. The _____ of dead leaves
6. The _____ of a happy baby
7. The _____ of tires on wet pavement
8. The _____ of escaping steam
9. The _____ of a lawn mower
10. The _____ of brakes
11. The _____ of voices
12. The _____ of a cork as you pull it from a bottle
13. The _____ of a pencil on a desk
14. The _____ of chalk on a blackboard
15. The _____ of violin strings
16. The _____ of a train whistle
17. The _____ of water in the sink
18. The _____ of water on the beach
19. The _____ of water flowing down a drain
20. The _____ of running feet
21. The _____ of boots on the stairs
22. The _____ of an automobile engine
23. The _____ of the fire-engine bell
24. The _____ of a door
25. The _____ of paper

Taste, Smell, and Touch Sentences
Bring several kinds of pickles to school, sweet, sour and dill. Cut into small pieces; give each child several kinds of pickle and ask him to describe the differences in taste. Jot down descriptive words used. Discuss accuracy of adjectives used by the group. The same idea can be used for odors and also for objects which appeal to the sense of touch.

The young child NEEDS	IMPLICATIONS FOR TEACHING
10. Correct usage patterns.	10. Matters of usage are basically speaking and listening problems. Verb errors occur a hundred times more frequently in speech than in writing. Teachers must strive to work systematically against the thousands of exposures to incorrect forms which have marred a student's language. Time and opportunity for dealing with usage problems are sharply limited. Time must be used with maximum efficiency. For speed and impact the oral-aural method is best and it can be fun for the pupil. It also allows the pupil to fix correct usage patterns in his mind by learning through his own thinking process. Through observation of the oral errors being made by your class, concentrate on one language problem at a time. Each exercise should be repeated from time to time, since most of these problems are deep rooted and not easily corrected. Use techniques similar to those suggested to attack usage problems not covered.

SUGGESTED ACTIVITIES

10. Usage Problems.

Problem: see-saw
The children are seated in a circle with the teacher who holds ten cards, each bearing the picture of a common object. One by one the cards are displayed quickly to the class. Hands are raised; a child is called on. "What did you see, Tommy?" "I saw an apple." This continues until all cards are used.
Next, hold the cards, two at a time, in random order. (Example: orange, first; dog, second.) "Which did you see first and which did you see second?" (Hands are raised.) "Mary?" "I saw the orange first and then I saw the dog."

Close your eyes. Think of something you saw before you left home this morning.
Child responds, "I saw _____."

Other questions: What color did you see?
What boy or girl did you see?

Problem: did-done
Ask children to think of something he or she did the day before.
"What did you do, Jimmy?" Child responds
Teacher: "When did you do it?"
Child: I did it yesterday.

Problem: brung-brang
Teacher to child A: What did you bring to school this morning? or What color did you bring to school this morning?

Child A responds to teacher and asks Child B, B responds and asks Child C, etc. The students may change the question as long as it requires an answer using the word bring.

Problem: don't-doesn't
Teacher: What food doesn't Nick like? Carmen, you make a guess.
Carmen guesses and calls on someone else. Three or four children guess until Nick settles the question. Devise other questions of this type.

The young child NEEDS	IMPLICATIONS FOR TEACHING
10. Correct usage patterns (continued).	Teach that may asks or gives permission. Can asks if or says one is able to do something.

SUGGESTED ACTIVITIES

Problem: may-can

May

One pupil walks to another's desk and asks, "Mike, may I borrow your pencil?" Mike answers, "Yes, you may." and Mike goes to someone nearby and asks for something else. Continue until all have had a turn.

Can

One pupil walks to another's desk and asks, "Melissa, can you tap your finger?" Melissa taps her finger, says "Yes I can." and Melissa goes to someone nearby and asks if he is able to do something. Continue until all have had a turn.

Problem: bought-buyed

Teacher asks each child to think of something he, his mother or father bought recently.

Teacher: What did you buy, Ann?
Ann: I bought some gum.
Teacher: When did you buy it?
Ann: I bought it yesterday.

Problem: My sister, she . . .

Ask each child to think of something nice he can tell about a sister, a brother, or some member of the class. Ask the class to think through what they are going to say and to avoid using he or she. Each child them turns to his neighbor to the rear and tells his bit of information. (Teacher judiciously corrects each child who used an incorrect form.)

Problem: him and me, her and I

Give the class one minute to converse with a neighbor across the aisle to determine what they both like. Each tells the class one of the things they like.

Teacher: Donna, what did you and Sam decide?
Donna: He and I like chocolate ice cream.
Teacher: Sam what else do you and Donna like?
Sam: She and I like Zorro.

Problem: hasn't got no

Retain for the purpose of the exercise the "got" form, which some authorities frown upon but which is necessary to attack the immediate problem.

Divide the class into two teams which follow down the rows in order. The first child says, "He (or she) hasn't got any _____." The first missing word should begin with the letter "a" ("She hasn't got any apples."); the second with the letter "b" ("He hasn't got any baseball bats."); and so on through the alphabet. As soon as one side misses or takes too long (ten seconds time limit) the turn passes to the other side. The first side to go around completely, wins.

Problem: he don't - he doesn't

One child is sent out of the room while an object (pencil, eraser, glasses case, or the like) is given to another child in the room. The first child returns to search for the object. He may look at each person in turn, but must speak to the person behind his "suspect". Example:

"Does he have it?"
"No, he doesn't have it."
"Does she have it?"
"No, she doesn't have it."

Sides may be chosen if desirable and points given for each failure-to-find and a large number of points removed for each finding. The side receiving the smaller number of points wins the game. Use of "he don't" could be a penalty factor.

The young child NEEDS	IMPLICATIONS FOR TEACHING
10. Correct usage patterns (continued).	This problem can be handled first as a whole group and then in small groups of five or six.

SUGGESTED ACTIVITIES

Problem: "he could have took" (taken)
The teacher sets the scene: a bear has broken into a grocery store and needs something heavy to break a window that stands between him and freedom. The class is asked to determine what he might have taken to do so. The teacher has previously selected the item the bear eventually used.
Sample comments are: "He could have taken a can of pumpkin." Teacher, he didn't. "He could have taken a bag of flour." etc.
If scoring is used, one point is given for using the correct form and five points for guessing the correct item. The game might be played in groups.

Problem: lie-lay
The teacher or a student leader announces to the class that he has found a dollar bill. The purpose of the game is to find out by asking questions of him just where he found it. For each correct use of "lying," a player receives one point; each time he identifies the spot, he receives five points and becomes the new "finder". Example:
Leader: I found a quarter in this room. Gerry, where did I find it?
Gerry: Was it lying on the window sill?
Leader: No, Ann?
Ann: Was it lying on the teacher's desk?

Section II
Green

The child NEEDS guidance in the skills of oral communication and the opportunity to experience:

IMPLICATIONS FOR TEACHING

Competencies in the following seven oral communications skills are necessary to allow each child to function in society.

Points to be emphasized by the teacher before introducing work in these areas are listed below.

1. Spontaneous and informal conversations.

1. Teach children to keep to the topic, to take turns and to be good listeners.

2. Social courtesies in daily classroom living.

2. Build a friendly classroom atmosphere.
Help each child feel a part of the group.
Set an example by observing those conventional forms that the children will be asked to observe.

SUGGESTED ACTIVITIES

1. Divide the class into interest groups–five or six to a group–let each converse on a topic of interest to them: baseball, going to a party, fishing, boating, collecting, a favorite TV program, etc.

   Let small groups discuss individual likes and dislikes.

2. Practice introducing friends to other friends, a speaker to the class, a participant to an assembly audience,

   extending invitations to a class program to another class, or to the principal,

   making a simple apology,

   using the telephone for many practical purposes.

The child NEEDS guidance in the skills of oral communication and the opportunity to experience:	IMPLICATIONS FOR TEACHING
3. Giving directions and explanations	3. Help the child select those details pertinent to the announcement or explanation: be sure of the important parts tell steps in order.
4. Story telling	4. Set the example by telling the first story in order to help the children to: place ideas in sequence, hear how the voice emphasizes meaning and how voices and posture help the listeners understand, realize that the storyteller should know his story well.
5. Creative expression	5. Guide children to find ways to express their ideas and feelings in words and expressions that are creative and pleasing to others.

SUGGESTED ACTIVITIES

3. Practice giving directions
   a. for ways to build a simple object or to find something
   b. to school from child's house
   c. on how to wrap a gift
   d. for rules of a new game

4. Let children
   a. record a story on a tape for playback to the class or with a listening post
   b. tell stories or anecdotes; parts of a story - the beginning or the funniest part to motivate others to read a book.
   c. tell a favorite part of a story.

5. Encourage children
   a. to pretend to be pioneers telling original stories around a campfire at night
   b. to tell the class about an imaginary animal first seen during a safari in Africa
   c. to tell a "chain story" spontaneously, in relays, each speaker choosing the person to continue the story where he left off. Set time limits for each speaker and for ending the story. If the story is going well and class wishes a speaker to go on, they might so indicate by an agreed upon signal such as thumbs up.

The child NEEDS guidance in the skills of oral communication and the opportunity to experience:	IMPLICATIONS FOR TEACHING
6. Discussion	6. Arrange for a face-to-face setting when possible. Help the children learn to state the problem clearly. Encourage interaction between members of the group. Serve as an occasional guide to the discussion, not as the focal point. Guide speakers to keep to the point. Capitalize on relevant comments to carry the thinking forward. Help the children to derive a solution from the discussion. Help the children summarize and report conclusions. Point out the strengths and weaknesses of the discussion so that future improvements may be achieved. Teach children to base the solution or clarification of the problem on facts and good thinking.
7. Choral speaking	7. Choral speaking can be used for class enjoyment and enrichment as well as for the pleasure of the audience. Establish a relaxed atmosphere. Establish a purpose for listening. Read the selection for the children clearly and with expression. Encourage memorization and interchange of parts.

SUGGESTED ACTIVITIES

6. Possible discussion topics:
   Making plans for a class activity by holding a class discussion.
   Discussing the parts from a talk or article which were most significant to individual class members.
   Planning for a class newspaper.
   Discussing possible endings to a story read to the class by the teacher.
   Discussing a proverb giving many opinions and applications according to how they interpret the proverb and state its probable meaning for today.
   Discussing opinions on such topics as "What is your favorite ball team? Why?" and "I've decided to be a _____ when I grow up."
   Holding a class meeting concerning a particular topic or problem.

7. Present:
   A poem or reading in unison.
   A memorized poem to an audience.
   A poem with refrain, having one child or a small group saying the lines and the large group speaking the refrain.
   A poem or reading bringing "light" and "heavy" voices into play against each other.
   A poem or reading in a-line-a-child fashion with a number of lines read in solo manner, each by a different child. Chosen parts would be spoken in unison.

Section III
Pink

The pupil NEEDS guidance in	IMPLICATIONS FOR TEACHING
	Competence in the arts of listening, defining, answering and asking questions is essential for intelligent communication. Points to be emphasized by the teacher prior to class work in these areas are listed below.
1. The art of listening while others speak.	1. The teaching of listening during an oral report is of utmost importance. Concrete guidance is necessary in order to teach children to listen. Children must be taught to use the oral report form for making constructive remarks.

SUGGESTED ACTIVITIES

1. Oral Report Form:

   Oral report form to be used by children listening to a speaker. The speaker collects forms, reads them and may take them home.

ORAL REPORTS*

Name of reporter _____

Kind of report _____

Was the report loud enough? _____

Was the report interesting? _____

COMMENTS:

I especially liked _____

_____

The report could have been improved if the reporter had _____

_____

*Change this form to suit your needs.

My name _____

Other methods of guiding listening:

Teacher might give specific directions such as:

1. As _____ speaks listen for when words – write them down.
2. As _____ speaks listen for color words – write them down.
3. As _____ speaks listen for a comparison – write it down.
4. Did each speaker speak clearly and distinctly in a voice which could be heard by all?
5. As the panel gives one-minute talks, listen for the best definition. Write down several words of the definition. Be prepared to discuss it.
6. As the class asks questions of Jim, listen for the best question. Write it down. Be prepared to say why it is the best.
7. Among the first five speakers, which one enunciates each word most clearly? Copy down several words he speaks most distinctly.
8. Which three pupils enunciated their words most clearly in the speaking of memory passages?
9. As you listen to the interview, decide which was the best question. Write it down and be prepared to discuss it.
10. As you listen to the interview, decide which was the best answer. Write it down, or a few words of it, so that you can say why it was an illuminating answer to you.

The pupil NEEDS guidance	IMPLICATIONS FOR TEACHING
2. In the art of defining.	2. Pupils are often asked to give definitions. Before asking a child to do this, teach the four indispensable units of a definition: 1. The word to be defined 2. The word is 3. General classification (teach term "general") 4. Particular classification (teach term "particular")

SUGGESTED ACTIVITIES

2. Begin with single sentence definitions of concrete words. Give the student a chart similar to the one below which stresses the four indispensible units of a definition. Let students make another chart and supply their own concrete words. Eventually progress to defining abstract words.

FOUR PARTS OF A DEFINITION

1 Word to Be Defined	2 The Word *Is*	3 General Classification	4 Particular Classification
An island	is	a piece of land	completely surrounded by water.
A pencil	is	a slender strip of black lead	usually encased in wood, for writing or drawing.
A robin	is	a gray bird	with a red breast.
An apple	is	a round fruit	of sweet white meat, with a red, yellow, or brownish skin.
Patriotism	is	a feeling	of love or devotion for one's country.
Cooperation	is	action	helpful to aims agreed upon by the group.
A hero	is	a man	who acts with bravery for the good of others.

The pupil NEEDS guidance	IMPLICATIONS FOR TEACHING
3. In the art of answering questions.	3. Pupils need guidance in answering questions simply and directly. Teach children to give single sentence answers which incorporate the question.
4. In the art of asking questions.	4. This is a skill which should not be neglected in the elementary classroom. Asking a question gives listening a concrete purpose; it gains new insight for the questioner.
during an interview.	

SUGGESTED ACTIVITIES

3. Prepare questions which can be answered in one sentence. Give each student a chart similar to the one below. Their questions are to be answered as directed.

QUESTION-AND-ANSWER BOX

1. What is the key word in the question? Does it ask *when*, *where*, *who*, *what*, *how*, or *why*? In your answer be sure you give the information asked for.
   Question: Why doesn't the giraffe cry out in time of danger? (Look under *giraffe*.)
   Answer: The giraffe doen't cry out in time of danger *because it has no voice*.

2. Does your answer show what question it belongs to? Repeat part of the question in your answer, using a complete sentence.
   Question: What proportion of the surface of the earth gets no snow?
   Answer: Three-quarters *of the surface of the earth gets no snow*.

When called upon to speak, the pupil goes to the front of the room, speaks the question he has been assigned and then answers the question, preferably in a single sentence. By speaking both the question sentence and the answer sentence the pupil allows his classmates and his teachers to see whether or not he has fulfilled the requirements of a clear, exact answer.

4. Questions following an oral autobiography

Following an oral autobiography, the teacher asks one or two oral questions of the speaker. She may then call upon her most imaginative pupils. Those who have sensed her method in this approach are willing to try it. The questions will also help the speaker to round out the portrait of himself. After the questions have been asked, ask the class which boy or girl asked the best question. You may then discuss the questions. Which one brought the most illuminating answer? Which one brought an answer that made us understand the speaker and his life? Which one made the speaker think the hardest? Which question do you think the speaker liked the best?

Questioning during an interview

THE INTERVIEW

The interview is another speech art in which questions of high quality and imaginative listening are the decisive ingredients. The questioner must subordinate his own self expression completely to the task of drawing out his partner's ideas. Who is the most voluable talker in the class? Assign him the task of interviewing the most reticent child. They may prepare for the interview outside of the class if they wish, choosing from dilemmas and emergencies such as the following:

The pupil NEEDS guidance	IMPLICATIONS FOR TEACHING
4. In the art of asking questions (continued).	4. (continued).

during an impersonation interview.

SUGGESTED ACTIVITIES

What do you do:

1. when you suddenly need extra money 25¢ or 50¢?
2. when a long piece of homework is due tomorrow but you want very much to go to a good movie?
3. when you believe you have been scolded unjustly?
4. when a friend breaks his promise to meet you at a particular time and place?
5. when you break a window while playing a baseball game?

In interviews on such problems or others that the class or teacher suggests as more appropriate, the questioner must entice the partner into a particular situation of the past otherwise the reasons for the partner's decision will remain hazy and obscure. The burden is on the questioner to help his partner unfold a rounded picture of the situation before the individuality of the partner can emerge. In the first interviews before the class, if the questioner falters, the teacher herself should supply the questions that help delineate the situation, questions always sympathetically expectant of the partner's ability to qualify statements and shade his impressions. In the best interviews the pupils will recognize the unfolding of parallel problems in their own experience. When this happens, excellent discussions follow the interviews.

The Impersonation Interview

Two pupils may prepare for an impersonation interview by reading a good biography. One of the pupils is to take the part of the hero or the heroine at a particular moment in his life; the other to be the questioner.

Examples:
Albert Schweitzer in his jungle outpost
Mozart remembering his childhood
Luis Pasteur after his great discovery
Richard Byrd after reaching the South Pole
Jefferson at Montecello

Such situations may be dramatized as interviews before the class, the questioner drawing out the essential facts. The impersonator may embroider the facts from his imagination. He is building up an impression of a picture of a great moment, adding if he wishes, his own interpretation. As in every interview, the insight and skill of the questioner are the decisive elements of success.

Section IV
Blue

The pupil NEEDS opportunities to prepare and present short units of speech such as:

IMPLICATIONS FOR TEACHING

In the course of their lives, students will be called upon to deliver short units of speech. The school should prepare them for these occasions. Assignments in these areas should begin at a simple level and gradually increase in difficulty as the student exhibits confidence and ability.

1. One sentence reports.

1. A one sentence report is an assignment at which every child can succeed. It is not an insurmountable task. Its limitations make it easy and possible. Be sure you have taught children how to answer a question (See page 44).

2. Three sentence reports.

2. Children need to know why some questions require answers of several sentences. The length of the answer depends on the wording of the question. For example, when we ask, "How many cities served as capital of the United States before Washington, D.C.?" the pupil can answer in only one sentence: "Eight cities served as capital of the United States before Washington, D.C." If we want an answer in three sentences, we might ask, however, "How many capitals did the United States have before Washington, D.C., and which were the last two of these?"

3. One paragraph report.

3. In the upper grades, pupils still need to take care to tell in each answer what the particular question asks for and to repeat some of the words of the question. On this level, of course, the language and sentence structure should be growing more sophisticated than in earlier grades. Remind pupils, however, to fit the answers to the key word of the question using part of the question in the topic sentence.

4. One minute talks.

SUGGESTED ACTIVITIES

1. Child gives one sentence report answering the question he has received. After hearing it, ask members of the class to tell what the question was. If the report has been done correctly as suggested by the question and answer box on page 43, they will be able to deduce and repeat the question which was being answered.

2. Make up a series of questions which require three sentence answers. As reports are given ask audience to listen to the report and be able to identify whether the report answers how, why, where, when, or what.

   Each row of the class may be appointed to listen for particular things such as:
   a. The answers that arouse most curiosity.
   b. The answers that contain the most colorful or sparkling language.
   c. The answers that needed more sentences to be understood.
   d. The answers that did not repeat a part of the question.

   Quoting a picture sentence
   The speaking of a single picture sentence from a novel or biography is an activity rich in rewards. To speak a single sentence with full communicative effect requires an absolutely clear articulation of each word. After speaking the sentence the pupil adds another sentence or two of his own to explain why his picture sentence appealed to him. The burden is on the speaker to catch the listener's eye with images of color and action or his ear with images of sound.

4. One minute talks beginning with a definition
   You may suggest opening with the following:
   a. A happy moment is
   b. A good turn is
   c. A good book is
   d. A friend is

   One minute talks on a particular subject
   To make things easier at first you may suggest each pupil begin his talk in the same way using beginnings like these:
   a. The time on Christmas Day I liked best was
   b. Yesterday the time of day I liked best was
   c. A sound I do not like is

The pupil NEEDS opportunities to prepare and present short units of speech such as:	IMPLICATIONS FOR TEACHING
4. One minute talks (continued).	4. (continued).
5. Two minute stories.	
6. Book reports.	6. The most fruitful book report is one given in a private chat between teacher and pupil. This way, the teacher can discover the pupil's peculiar weaknesses, elements of reading fascination and the ties that bind the experiences of the book to the child's life.
7. Brief autobiographies.	7. The teacher may lead off by telling the class where you were brought up, where you went to school, how many brothers and sisters you have, etc. These bits of information help to show what you mean by a brief classroom autobiography. The more confident will speak about themselves at once. You will see which are the confident ones and which ones hang back.
8. Panel discussions.	8. Children should work with topics and materials at their level of maturity. The leader, the panel participants and the audience have a responsibility to learn from a panel discussion.

d. When I grow up a place I would like to visit is
e. When I grow up I would like to
f. On the way to school today I saw

One minute talks – panel discussions

The panel discussion is ideal for one minute definitions of a word or phrase the panel believes it is important to consider such as American, good sport, cooperation, hero, etc. One value of the panel is that after the initial one minute talks, the leader invites informal discussion of differences in judgment among the panel members. The class may be invited to participate with emphasis on the asking of questions rather than the statement of opinions. In the upper grades the panel discussion is ideal for the analysis of problems and dilemmas.

5. Imaginary stories which end with the same sentence.

Here are examples of story endings one of which the class may agree upon for the experiment.

a. With a sigh he dropped the letter into the file.
b. With a sigh I dropped the letter into the fire.
c. He walked away from me without a word.
d. I left school that day with a joyful heart.
e. I ran into my room and shut the door.
f. My mother was waiting for me in the kitchen.

Some pupils will prefer to use the third person in telling imaginative stories; others the first person.

6. Short form book reports

Ask for a report which describes a particular moment as if the child speaker had actually been present. Example:

1. I was with George Washington Carver when he set up his first laboratory.
2. I stood with Columbus when he first sighted land.
3. I saw the Wright brothers fly at Kittyhawk.
4. I was with Helen Keller when Miss Sullivan first tapped out the message on her hand.

The particular moment that you choose will be based on the book the child has read.

7. Have students prepare and present brief autobiographies. After each biography, allow time for questions. (See page 44, the art of asking questions.)

8. Reporting to the class

About a particular topic from a social studies unit.

About a book which each member of the panel has read, giving likes and dislikes, an analysis of a particular character, etc. . .

Appendixes
White

APPENDIX A

MARION MONROE ORAL LANGUAGE SCREENING TEST

Marion Monroe developed a scale for evaluating a child's oral language ability which is based upon his interpretation of pictures. She suggested that pictures be selected in which two or more characters are engaged in some interesting activity and that the pupil be asked to tell what the picture is about. His verbal response is recorded and classified as to level according to the following steps:

Step 1 – The child merely shrugs his shoulders and does not reply. He may venture to name some of the objects in the picture, i.e., "dog," "boy," "It's a kitten."

Step 2 – The child describes what the characters are doing, i.e., "The dog's jumping up," "The baby's eating."

Step 3 – The child expresses a relationship between the characters or objects. "The boy's playing ball with the dog."

Step 4 – The child sees the picture as one part of a narrative. He gives relationships of time, place, cause-effect. "The boys are building a bird house. They will put it up in a tree so a bird can build a nest in it."

Step 5 – The child reacts to the mood of the picture, perceives the emotional reactions of the characters, and draws a conclusion or evaluates the actions. "This picture's about camping. It's a dark night and the children are kind of scared. They're singing songs around a campfire. Wild animals won't come near a fire."[1]

[1]Marion Monroe, "Necessary Preschool Experiences for Comprehending Reading," Reading and Inquiry, International Reading Association Conference Proceedings, Volume 10 (Newark, Delaware: International Reading Association, 1965), pp. 45-46.

APPENDIX B

LANGUAGE ARTS AIDS

HAT TALK!

A child who is privileged to make, wear and play games using hats begins to feel and react to society in a way he has observed others react. Hats* – symbols of man's struggle for social freedom – are needed by the young child to dramatize concepts of the business of our society.

There are many ways for a young child to make hats but the construction must be quickly put together by the child. He will tire of the activity before he finishes if it becomes too involved or needs too much teacher help. Ideas, then, for making hats need to be simplified and easy enough for the child to work with independently on the spur of the moment.

One simplification of hat making is to provide a similar beginning each time. The child realizes minor fit adjustments are no big problem. His security in knowing he will succeed has been established by previous favorable experiences.

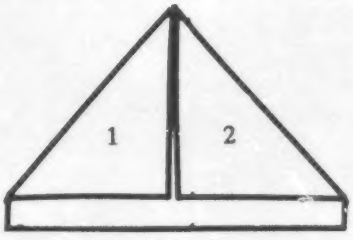
The beginning of each hat will be constructed of these materials: One 18 inch x 3 inch strip of precut tagboard or other similar material; two brads; and a rubber band. Rubber bands may be assorted sizes and the child soon learns approximately which size fits his head after he has made a few hats. (See page 58.)

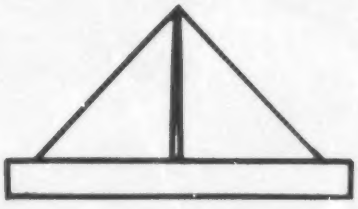
Community helpers, holiday and familiar storybook characters all take on a more involved meaning when a child has a hat to bolster his confidence.

SOLDIER'S HAT

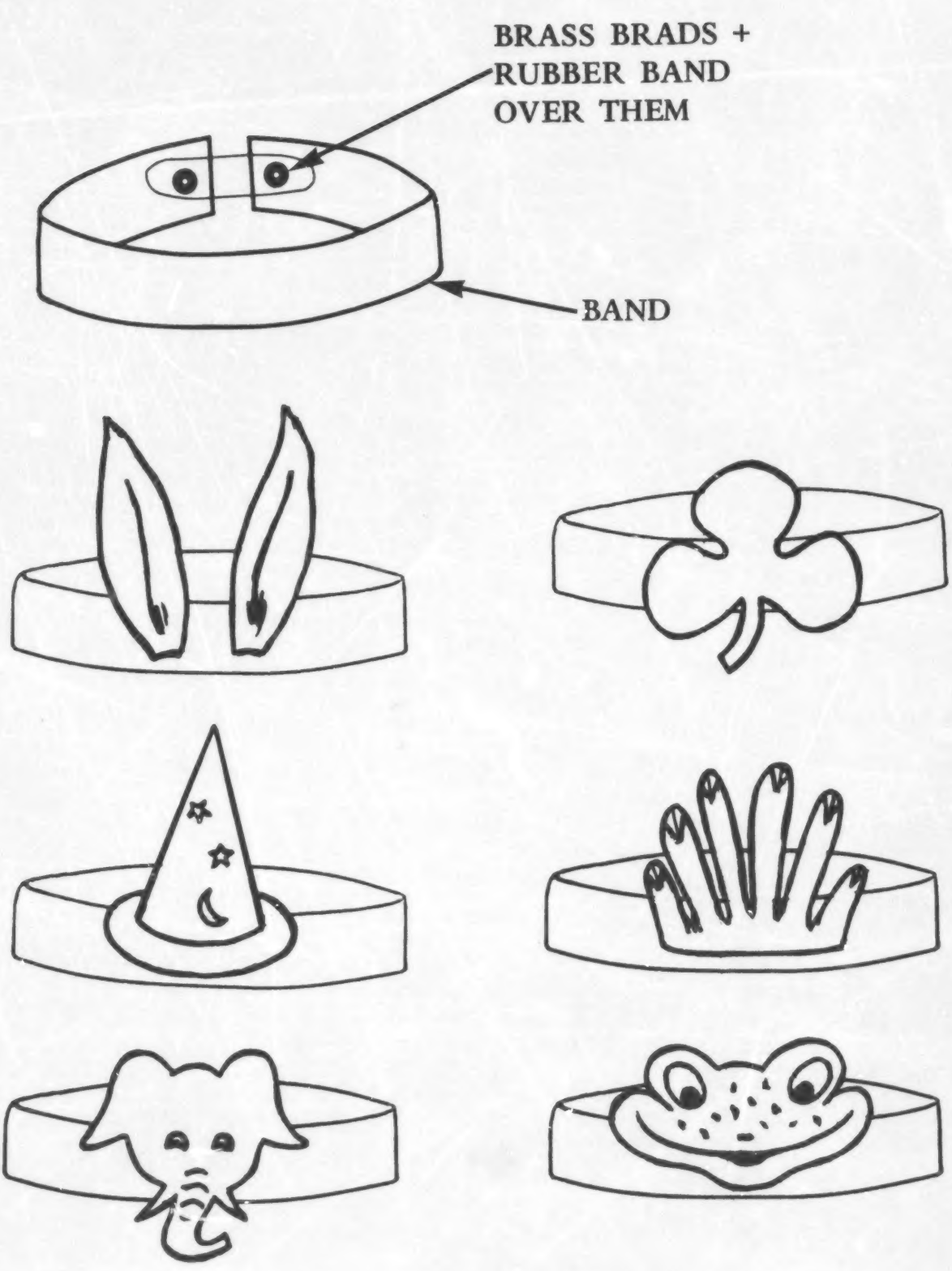
Materials: Newspaper page.

Directions: Fold newspaper sheet in half, crosswise. Fold 1 and 2 over to meet at the center. Now fold up bottom edges.





*For simplification – hats may be anything on or around the head.
Peg Chiladoux: Spectrum



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APPENDIX C

LANGUAGE ARTS AIDS

IDEAS FOR SHORT FORM BOOK REPORTS*

1. Read interesting parts aloud.
2. Demonstrate and explain something you learned.
3. Tell about the author or illustrator.
4. Give a "chalk talk".
5. Make and tell a flannelboard story.
6. Tell a story with musical accompaniment.
7. "Broadcast" a book review over radio or TV.
8. Present a performance on a miniature TV set.
9. Relate a conversation between two characters.
10. Prepare a monologue from a story.
11. Read orally beautiful descriptive passages, interesting conversational sections.
12. Give a synopsis of a story.
13. Plan a puppet show to illustrate a story. The puppets can be wooden or papier mache, string-manipulated, paper bag puppets, hand or finger figures, cardboard shadow puppets, or commercial ones, depending upon the child or children presenting the show and the materials available.
14. Dress as one of the persons in the story and tell what role he played.
15. Find out about a favorite author and present a brief biography of him with sketches of his books.

*Contributed by Cecelia Ham, Cooperative Project Consultant.

APPENDIX D

THE MORPHOLOGIZER

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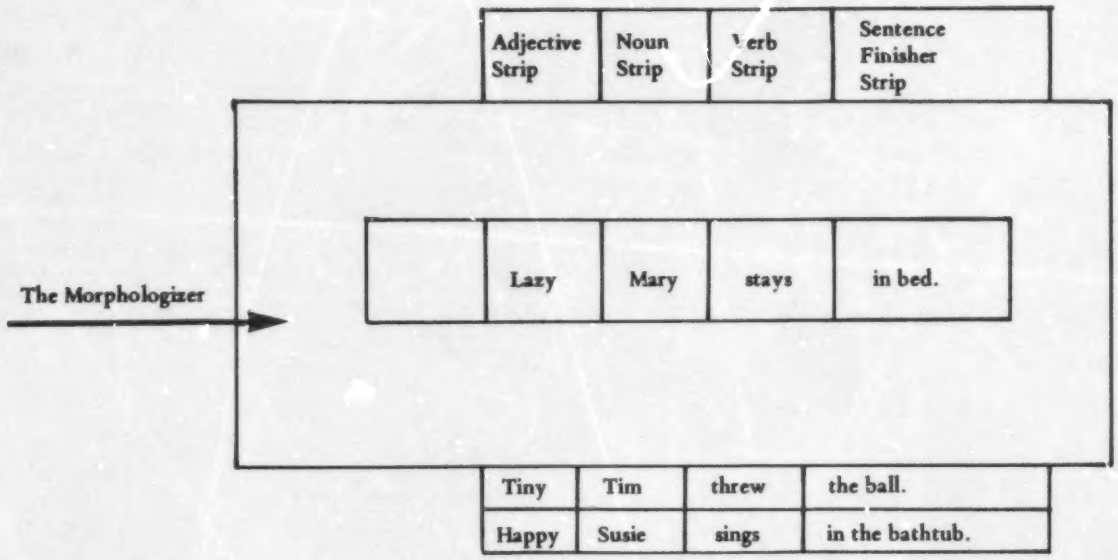

Suggestion: Each child have his own morphologizer of tag board: 9 x 24. Two strips of 9 x 24 tag board are stapled together at each end with the top 9 x 24 piece having a window cut out which is 16 inches long and 1 inch wide.
Each child will be provided with colored strips of construction paper 3 inches wide and 18 inches long for the various parts of speech as the need arises.

NOTE: Teachers are given the same instructions as the children will be given as to the purpose of the MORPHOLOGIZER, how to use it, how it would help us make better decisions as to the words we use in writing and speaking, etc.

Steps Used: What is the most important part of a sentence? You are of course! YOU are the subject of the sentence. You are also a NOUN! The children then have a discussion with much ORAL

(1) ACTIVITY as to subjects and nouns and then are referred to a chart which will be on display in the classroom from that moment on. The children discover that a NOUN names a person, place or thing and that a person, place, or thing is generally the subject of a sentence. We then use a lot of chart paper and chart persons on one chart, places on another, and things on a third. We use a red pen and RED IS THEN OUR CODE FOR NOUN AND SUBJECT. Each child is then given a red strip of construction paper and WRITES at the top PERSONS, PLACES, THINGS (NOUNS). Then children offer examples and each child writes down the samples offered. Spelling is not a problem as the child copies directly from the board.

(2) We then discuss what other things must happen in a sentence. Could we find just one word more to make a complete sentence? A teacher could whisper into a child's ear to "run" across the room and then ask the class what the child did. We could then say: Billy runs. We have a complete sentence. Is run a Noun? No! What does the word run do? It tells us what Billy is doing! RIGHT! It tells us about the action of the subject. Now we need another color strip

because we have a new kind of word. New color code _____ GREEN _____ Green for Go! Action words tell us what a subject does or we might say gives the Subject of a sentence its PREDICATE! Children learn this vocabulary very rapidly as they are proud of new words and like to try them out. As you chart information label the charts and refer to the proper terms such as Subject and Predicate or Nouns and Verbs. The children will master these in a very short period of time.

Now . . . practice putting the verb strip in the morphologizer. List the action words together in a brainstorming session. You will find you need a verb ending strip to get verb agreements. ALL CHILDREN NEED THIS for correct usage. We will come back to this again. Put just the straight verb such as "run" on the Green strip. Later we will have a narrow white strip with verb endings such as "s" es, ed, ping, ning, * for irregular verbs such as run (ran) etc.

Chart examples as children give them. You may want to add a punctuation strip and only use the period (.) at this time and have the children write the sentences they can make using the two strips and running them up and down inside the morphologizer. Each noun may be used with the same verb and then go to the next verb etc. Children will write the sentences down on lined paper and continue in this manner until THEY and You feel confident that the concept of Noun – Verb to make a sentence has been firmly established. Then the next part of speech may be logically introduced.

*As you develop Noun strips and Verb strips you are extending vocabulary! This is a must for verbal growth. Take the ABC's out to P.E. and have children perform the actions. Develop synonym lists and display these lists in the classroom. Children may be urged to go on a NOUN SAFARI AT HOME and bring back red noun slips with new words they have discovered. The teacher will take the cues from the children as to WHEN to introduce the next part of speech. REMEMBER: As children are discovering nouns and verbs they are going through the complex task of CATEGORIZING. . . . They are looking for the similarities and trying to make decisions: Example: Is this word a person, place, or thing word? Is this word a word that tells what a subject IS DOING or HAS BEEN DOING?

(3) Now let's introduce words that tell us about Mary and Billy. The sentences we have been working with are very dull. We might have: happy Mary, sad Mary, lazy Mary etc. What do these words do? Do we have a strip for these words? NO! Children immediately see the need for a new color and out comes a BLUE STRIP! We soon come to a definition for these words: These words describe PERSONS, PLACES, and THINGS! Boys and Girls: We call words that describe PERSONS, PLACES, and THINGS: ADJECTIVES!

*We then brainstorm, chart, and write sentences with this concept. Remember: Only YOU THE TEACHER can judge when to introduce the next concept.

(4) Up to this point we have deliberately written very short sentences so as to be able to get children to recognize that a COMPLETE SENTENCE MUST HAVE A SUBJECT AND A PREDICATE, which when expressed in words, may be said to have a NOUN and a VERB! We explain the need for short sentences just so we may safely categorize without adding many other concepts. However, we have a need for SENTENCE FINISHERS so that our children will write colorfully, imaginatively, creatively and individually. Thus a BROWN SENTENCE FINISHER STRIP is introduced.

The Brown Sentence Finisher Strip will now make it possible for the children to make exciting sentences. We will follow the same basic procedure and brainstorm for ideas to chart thus sharing the verbal wealth of the children.

Examples:		
	Billy ran	down the street.
	Mary cried	a bucket of tears.
	Pat slept	on a straw mattress.
	Pete whispered	a secret message.

***Special strips with special colors may be introduced to the children when the need arises. For example many third graders may be introduced to APPOSITIVES and these may be written on black paper strips with white crayons or white chalk with the punctuation marks included:

Example: Mrs. Holmes, the teacher in room 3, has a beautiful new car.

BLACK STRIP: , the teacher in room 3,

The children will note that the sentence is complete without this insert. They will soon realize that an appositive just reaffirms the subject's position. This will add flavor to the writing as well as aid children in comprehension skills when they meet this kind of syntax.

A teacher may wish to introduce colorful phrase strips of a variety of speech patterns such as prepositional phrases, adverbial phrases, independent and dependent clauses. You may become as complex as you feel the children will be able to comfortably handle.

THE KEY to this kind of language study is CONSISTENCY. Daily use is necessary. Short but lively periods of exploration, brainstorming, charting and writing are necessary for the ideas to become part of a child's workable language pattern, both written and oral. You will find your more verbal children will welcome the challenges and soar ahead and those less able being able to focus on specific areas of need and finding success as the morphologizer makes language tangible and real for the user.

(5) PRONOUNS: It is very easy to introduce those words which take the place of nouns. Introduce the PINK STRIP and how it works. Boys and girls: Don't you get tired of hearing me say: "Billy runs, Billy talks, Billy sits, etc. What could I say instead? He runs. Good! We have a special word for words like He, She, It, They. We call these PRONOUNS ..... words for NOUNS."

*BRAINSTORM ..... CHART ..... WRITE!

(6) DICTATE DICTATE DICTATE DICTATE

***Five minutes of daily dictation will not only make listeners of your children but will pace them faster and tell who needs HELP!

(7) ADVERBS: Adverbs really are not difficult to master as they are used very logically and appeal to bright children. However, due to sloppy speech patterns of adults and poor T.V. speaking models the ADVERB is quite a problem. However, when the teacher feels his class is ready for this concept DO INTRODUCE IT. Green is for verbs ..... thusly, an adverb, by definition, adds something to the verb so we have a CHARTREUSE STRIP introduced and the children BRAINSTORM, CHART, and WRITE!

Billy runs. How does Billy run? Billy runs swiftly.

(8) ARTICLES: Introduce these as soon as the children DECLARE a need for them. A GRAY STRIP is useful here as articles are not complex or many in number and the children are usually able to BRAINSTORM a list of articles without difficulty. Your PROFESSIONAL wisdom will determine when you add a more complex component to the article list: i.e. Is it a definite or an indefinite article etc.?

(9) A QUESTION STRIP: You might wish to introduce a LAVENDAR STRIP with QUESTION WORDS accompanied by a thin strip for punctuation as the need arises.

Summary: A morphologizer may be as useful a tool as you determine. You may make the language sessions exciting or dull. They should have a great deal of oral communication and exchange. Dictionaries should be used extensively. YOUR ROOM ENVIRONMENT should shout out THIS IS THE HOME OF THE ABC'S AT WORK! How imaginative are YOU?

Ideas: Make Verb Books: Use pipe cleaners and make pipe cleaner people doing things: Name those actions! Use your color codes!

Collect Adjective Lists and place them in a book. Collect pictures which lend themselves to adjective naming!

Make fold-out books with ADVERB tongues wagging away at VERBS!

Dramatize words at work and let the children guess the ACTION!

Make PUNCTUATION COOKIES and share them with another class. Only to be eaten after writing a sentence of course!

Have MOMENTS OF MYSTERY when you give the children blank subject (Noun) strips and they must fill them in and have a time limit to complete the task. You may do this with most parts of speech. It also makes a testing situation more fun.

Make FUNNY AWARDS for the children such as I dub you KNIGHT OF NOUNS, VICEROY OF VERBS, ATTACHE OF ADVERBS, ADMIRAL OF ADJECTIVES, PRINCF OF PREPOSITIONS, ETC.

BE WILD, BE DARING, BE COLORFUL, and above all BE WORDY!

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